

An Analysis on Learning Ability of Amateur Athletes of General Universities in South Jiangsu

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Abstract—The study on learning ability of amateur athletes of general universities in South Jiangsu is carried out by using the documents and questionnaire survey. The results show that the lack of learning time, fatigue for training, no interest in learning are the important factors to affect the cultural learning of amateur athletes of general universities in South Jiangsu, and no learning method is also an important reason to restrict most athletes' improvement of cultural scores.

Keywords—learning ability; amateur athletes; South Jiangsu

I. INTRODUCTION

Since Pierre de Coubertin, the founder of the modern Olympic Games founder, began to advocate restoring the Olympic movement, education has been regarded as the main line, and he believed that education is the starting point and destination of Olympism, "The most important thing in modern life is education". Starting from this idea, his basic purpose is not to make the Olympic movement to promote competitive sports, but to he cover competitive sports into education, and then put the general education into the process of human cultural life.1】 The Chinese and foreign for-sighted people all realize that as high-level amateur athletes fostered by universities, they can not only grasp rich knowledge of sports, but also can acquire other's scientific knowledge, so that they are at a higher level in knowledge structure, and can make full use of what they learned scientific and cultural knowledge in training and competition, and make full use of advanced sports technology to overcome difficulties in training and competition, and improve the level of sport skills. At the same time, as college students amateur athletes, sports are no longer the only professional for they to make a living in the future, and, like other college students, they can use their learned professional knowledge to make a living, thus providing a broader space for their future and development.

High-level athletes cultivated by colleges and universities need to adapt to the trend of the development of the international sports, which also is the inevitable outcome of the sports system reform in China. In today's world sports, athletics gold medal competition mainly is the competition of science and technology, and the competition of science and technology boils down to and depends on the education competition. The development trend of future sports movement will develop towards the scientific, knowledgeable

and informational. Because the biological potential of today's athletes has been largely developed to basically approach to the limit of human body. Therefore the sustainable development of the future athletic sports must pay attention to develop the intellectual potential of athletes, thereby effectively make use of science and technology to promote sport competitive sports to shift from traditional physical agility sports to the intellectual sports as soon as possible. The experience of the development of competitive sports in Europe and the United States and other developed countries enlightens us that the first resource of the knowledge economy is intellectual resource, and talents have this resource, and talents' cultivation is from the education. Former State Board of Education and the National Sports Commission approved universities and colleges to organize high-level sports team, which is because they have noticed that universities and colleges have advantages of talents, technology and good cultural atmosphere. Organizing teams in colleges and universities, only on the basis of playing its own advantages, shall set up new ideas of the "winning education", "combination of sports and education" to cultivate qualified college athletes, so as to adapt to the needs of the development of knowledge economy. Therefore, college athletes must carefully learn scientific and cultural knowledge.

II. THE LEARNING TIME AND LEARNING METHODS OF ATHLETES

A.. *The investigation of athletes' learning time*

The learning time of amateur athletes of university students in South Jiangsu, can be divided into two parts: class time and self-study time, and class time refers to the time when athletes attend class. From Table 1, the class time for 43.75% athletes is 5 to 6 hours a day on average, that of 38.13% athletes is 3-4 hours a day on average, that of 3.13% athletes is less than two hours a day on average, and the reason may be that frequent training and competition tasks of these athletes take up too much time of learning culture, or that these athletes are students of grade four, who has basically completed credits, and don't have to attend class. But, it cannot rule out athletes' inertia, and truancy, and other phenomenon. Athlete's absence and truancy from school to a great extent, influences the test scores of the culture, and also is the important factors whether students can graduate smoothly.

TABLE 1 THE AVERAGE CLASS TIME PER DAY OF AMATEUR ATHLETES OF UNIVERSITY STUDENTS IN SOUTH JIANGSU (N=160)

Hours/Day (Except Saturday and Sunday)	Frequency	%
Over 6 hours	23	14.38
5—6hours	70	43.75
3—4 hours	61	38.13
1—2 hours	4	2.5
Less than 1 hour	1	0.63

TABLE 2 THE AVERAGE SELF-STUDY TIME PER DAY OF AMATEUR ATHLETES OF UNIVERSITY STUDENTS IN SOUTH JIANGSU

Hours/day	Frequency	%
5—6 hours	0	0
3—4 hours	31	19.38
1—2 hours	85	53.13
Less than 1 hour	44	27.5

TABLE 3 THE SELF-STUDY APPROACH OF AMATEUR ATHLETES OF UNIVERSITY STUDENTS IN SOUTH JIANGSU (N=160)

Formulation and implementation of self-study plan	Frequency	%
Methodically as planned	38	23.75
Sometimes planned, sometimes unplanned	107	66.88
Never planned	15	9.38

TABLE 4. THE LESSON PREPARATION OF AMATEUR ATHLETES OF UNIVERSITY STUDENTS IN SOUTH JIANGSU (N=160)

Preparation	Frequency	%
Every course	27	16.88
Selective	81	50.62
Few	42	26.25
Never	10	6.25

As can be seen from Table 2, 53.13% of the athletes have 1-2 hours a day on average for self-study time, and 27.5% have less than 1 hour a day on average. The reason of lack of self-study time, in addition to the heavy task training and competition tasks, also has connection with the excessive sports load. Under the stimulus of continuous heavy load training, athletes' body can not get enough recovery, so they can't take all the energy and time into the self-study. In addition, there may be relations with learning attitude of the athletes, thus the relevant management departments, teachers and coaches should cooperate with each other, and strengthen the guidance, to help athletes to correct learning attitude. Relevant data show that the general arts and science students must have the extra learning time of 5 to 6 hours every day to make their learning achievements reach the medium level. [2] Therefore, each athlete must make clear their own special circumstances to stimulate them to produce pressure and to strengthen the sense of urgency to learn. In this way, they can spend more spare time for learning to improve the overall quality and become qualified students.

B. The application of learning method for athletes

The broad learning method refers to taking all means, way and channels to achieve learning objectives in the process of learning, some operational principles followed to learn, and organizational management, and other aspects. The narrow study method is the specific activities strategy taken by learners in the process of learning. [3] The degree of athletes' mastering the learning method is directly related to learning quality and learning efficiency. Scientific learning method is a multi-level and multi-sequence complicated dynamic system which is restricted by many factors. Speaking from the microcosmic, planning, preparing lessons, taking notes in class, review, and finishing the homework all are part of questions of learning methods.

III. THE FORMULATION AND IMPLEMENTATION OF SELF-STUDY PLAN FOR ATHLETES

From Table 3, the "sometimes planned, sometimes unplanned" athletes for self study account for 66.88%, and "never planned" athletes for self study account for 9.38%. To analyze its reason, on the one hand, the athletes themselves think little of cultural learning, leading to blindness and randomness of learning; On the other hand, teachers do not strengthen the guidance of learning method.

A. Athletes' lessons preparation before class

The lesson preparation before class is that learners have a preliminary self-study and a general understanding of learning content before class, which is more conducive to grasp fully the teaching contents. From the analysis of Table 4, the athletes have lesson preparation for every course before class account for 16.88%, the athletes have few lesson preparation account for 26.25%, and the athletes never have lesson preparation account for 6.25%. Lesson preparation is a cognitive process in advance of new knowledge, and preparation or not and its effect can affect the efficiency of classroom learning and mastery of new knowledge. Athletes poor preparing situation not only has a causal relation with athletes study attitude, and ideology, and but also has a certain relationship with the heavy training game tasks, the preferential policies explicitly stated in student status management regulations and other aspects.

B. Athletes' review after class

Psychology research shows that the link of the newly-learned "material" established in the brain is not consolidated, and trace is easy for natural decline, if not timely reviewed, there may be 64.2% of the new "material" to be forgotten after only a few hours, and the forgetting rate is up to 66.3% after one day. [4] It can be seen from Table 5, only 13.13% athletes review on that day, and no student reviews after two days, both these added up to only 13.13%. It is visible that most of amateur athletes of university students in South Jiangsu do not follow the correct rules to review, which will cause that they can't timely master knowledge that they have learned, and also make they not keep up with teaching progress, so that they gradually cannot master the teaching

content systematically.

C. The homework completion of athletes

Table 6 shows that athletes who can independently finish homework account for 36.88%, indicating that most of the athletes can complete assignments in accordance with the requirements of course teachers the assignment. 55% of the athletes need the help others to finish homework, and 8.13% of the athletes can't finish homework, which may be related to their chosen major, students, poor cultural basis, lack of preparation before class and review after class, and low efficiency of the lecture, so that these athletes cannot finish homework.

TABLE 5. THE REVIEW CONDITIONS OF AMATEUR ATHLETES OF UNIVERSITY STUDENTS IN SOUTH JIANGSU (N=160)

Review conditions	Frequency	%
That day	21	13.13
After one to two days	0	0
Within one week	52	32.5
Sometimes	30	18.75
Never	57	35.62

TABLE 6. THE HOMEWORK COMPLETION AFTER CLASS OF AMATEUR ATHLETES OF UNIVERSITY STUDENTS IN SOUTH JIANGSU (N=160)

The homework completion	Frequency	%
Independently	59	36.88
With others' help	88	55
Unable to finish	13	8.12

TABLE 7. THE FACTORS IMPACTING CULTURAL LEARNING OF ATHLETES (N=160)

Factors	Number of people	%	
Ranking			
Not understand in some courses, want to learn but not learn well	100	62.5	1
Fatigued from training,, unable to concentrate in class and not learn after class	65	40.63	2
Not interested in what they learn, and not want to learn	52	32.5	3
Teachers not good at lecture, with bad class atmosphere	47	29.38	4
Too much social interaction, no time to learn	12	7.50	7
What they learned has little effect on future employment, unwilling to learn	40	25	5
others	13	8.13	6

IV. THE FACTORS IMPACTING THE CULTURAL LEARNING OF AMATEUR ATHLETES OF UNIVERSITY STUDENTS IN SOUTH JIANGSU

The factors impacting the cultural learning of amateur athletes of university students in South Jiangsu contain both subjective factors and objective factors. It can be seen from Table 7, ranking first is "not understand in some courses, want to learn but not learn well", indicating the athletes feel difficult for the contents they learned. Ranking second is "impacted by training", which requires coaches to appropriately control the amount and intensity when training, and taking appropriate recovery measures, reducing the impact on the athletes cultural learning. The third is "Not interested in what they learn, and not want to learn", showing that in addition to the impact from training, athletes subjectively are not initiative and active in learning. The fourth is "teachers not good at lecture, with bad class atmosphere", which is not only a kind of phenomenon existing in some universities, but affects the athletes' interest in learning. The fifth is the recognition factors of athletes that they think university learned information in university has little effect on future employment, and therefore they are not willing to learn.

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